HAZLETON AREA SCHOOL DISTRICT



DISTRICT UNIT/LESSON PLAN

**Teacher Name: Ashley Orfield**

**Subject: ELA Start Date(s): 5/20/2024 Grade Level: K**

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| **Unit Plan** |
| **Unit Title:** Unit 8- From here to there  **Essential Questions: 1.** What can help you go from here to there 2. What do you know about our country? 3. What do you see in the sky?  **BIG IDEA- Where can you go that is near and far?**  .  **Standards: PA Core Standards, PA Academic Standards/Anchors (based on subject)**   * RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, my, is, are, do, does). * L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes). * RI.K.1 With prompting and support, ask and answer questions about key details in a text. * W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. * SL.K.2 Ask questions about key details and requesting clarification if something is not understood.   **Summative Unit Assessment : Unit 8 Wonderworks Assessment**   |  |  | | --- | --- | | **Summative Assessment Objective** | **Assessment Method (check one)** | | Students will- be assessed on phonemic and phonological awareness skills taught in Unit 8. | \_\_ \_\_ Rubric \_\_\_ Checklist \_\_\_x\_ Unit Test \_\_\_\_ Group \_\_\_\_ Student Self-Assessment  \_\_\_\_ Other (explain) | |

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| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies** | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will- identify and isolate the sound for u ,g ,w ,x and recognize, read and write high frequency words for, have , they ,of, said, want, here, me, this, what, ask and answer questions about key details in a text | 1  2 | Overview of unit, introduce new vocabulary words: distance and recognize. Discuss essential question. Introduce and read new story- Bringing Down The Moon  Strategy: make predictions  Review letters u, g, w, x,  Review high frequency words for, have, they, of, said, want, here, me, this, what  Practice page 233  Shared writing- begin to make a counting book about things you see in the sky | W  S | Teacher book, big book unit 8  Letter review worksheet  Vocabulary and sight word cards  Story: Bringing Down the Moon  Songs: Umbie Umbrella, Gertie Goose, Willy Worm, Mr. Xray | Formative- complete worksheet, verbally participate in lesson  Summative-  Student Self - Assessment- |
| 2 | Students will- identify and isolate the sound for u ,g ,w ,x and recognize, read and write high frequency words for, have , they ,of, said, want, here, me, this, what, ask and answer questions about key details in a text | 1  2 | Review essential question and vocabulary words. Reread story Bringing Down the Moon? Ask and answer questions about character, setting and events.  Discuss Plot: problem and solution graphic organizer  Category words: Opposites  Complete practice page 234  Review sounds for u, g, w, x, also words that begin with that letter and blend words using those letter  Review high frequency words from day 1  Read Up! Up! Up!  Begin to write a counting book | W  S | Worksheet on comprehension  Vocabulary and sight words cards  Graphic organizer  Big Book unit 8  Worksheet 234 | Formative-thumbs up, thumbs down for words that begin with u ,g ,w, x  Complete worksheet  Summative-  Student Self - Assessment- |
| 3 | Students will- identify and isolate the sound for u ,g ,w ,x and recognize, read and write high frequency words for, have , they ,of, said, want, here, me, this, what, ask and answer questions about key details in a text | 1  2 | Review essential question and introduce new vocabulary words: space, challenge, surface  Read Aloud: Informational Text- A View From the Moon  Strategy: Make predictions  Phoneme Addition and review short u and blend words with short a, e, o, and u  Practice pages 235-238  Phonics picture sort- sort by beginning sound for j, z, y, q,  Sort by ending sound for g, x  Review high frequency words and do your turn practice book Jim and Kit  Continue working in counting book | W  S | Interactive read aloud cards  Take home book  Practice pgs 235-238  Sorting cards  Vocab word cards  Sight word cards  Counting books | Formative-pair/share reading of sight word book and small group work with book  Summative-  Student Self - Assessment- rate your writing |
| 4 | Students will- identify and isolate the sound for u ,g ,w ,x and recognize, read and write high frequency words for, have , they ,of, said, want, here, me, this, what, ask and answer questions about key details in a text | 1  2 | Review essential question and vocabulary words  Category words: opposites/practice pg 241  Read Day and Night Sky  Phoneme Addition-add initial sounds to form new words  Blend words with short u and consonants sheet 242  Review high frequency words  Continue writing in counting books | W  S | Vocab word cards  Big Book  Sight word cards  Worksheet pg 242  White boards | Formative-Responding to reading during guided reading  Summative-  Student Self - Assessment- |
| 5 | Students will- identify and isolate the sound for u ,g ,w ,x and recognize, read and write high frequency words for, have , they ,of, said, want, here, me, this, what, ask and answer questions about key details in a text | 1  2 | Review essential question and vocab words.  Read Up! Up! Up!  Guided Reading  Writing Prompt: We saw a \_\_\_\_\_\_\_\_\_\_\_\_in the sky.  Phonemic categorization: categorize by which one doesn’t belong  Read words with short e, I, o, u  Review high frequency words | W  S | Vocab word cards  Journals  Sight word cards  Guided reading books | Formative-  Summative-  Student Self - Assessment- |
| 6 | Students will- |  |  |  |  | Formative-  Summative-  Student Self - Assessment- |